MAY 23 1927

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Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Bureau of Education

THE Federal Bureau of Education under the guidance of Commissioner John J. Tigert is functioning nobly, and the desire for a Department of Education with a Secretary in the President's Cabinet is in no sense a criticism of the Bureau of Education or its Commissioner,, but it is a protest because he can take no new action of any kind because he thinks it wise to do it but must wait until the Secretary of the Interior thinks it wise to do it.

The desire for a Secretary in the Cabinet is not because of dissatisfaction with the Secretary of the Interior, but because his mix-up with oil leases and other issues may militate against his influence in education.

It is a national disgrace that education, the greatest business interest in America, must trail on behind several other interests that are infinitesimal in importance.

Remarkable Opportunity

DR. JOSEPH E. AVENT, University of Tennessee, Knoxville, Tennessee, offers a prize of $1,000 to that person (teacher, student, or educational worker) who shall make for him the largest list of excellences and errors in teaching and in managing schools on the part of teachers. While it would be a national honor for any reader of this paper to win this prize, it would be worth a thousand times $1,000 to the boys and girls, if all their teachers might spend several weeks or months seeking to ascertain just what are errors and just what are excellences in teaching and in managing schools. Any one interested in this prize of $1,000 may secure the conditions of the contest by writing Dr. Avent, at the University of Tennessee, Knoxville.

An open mind is not the same as an empty one.

Appreciating Colonel Major

COLONEL THOMAS J. MAJOR for nearly three-score years and ten has been in the forefront of the crusaders who developed Nebraska territory into a state in which he has helped to magnify intelligence, morality, liberty and justice. Colonel Major has been an heroic pioneer, a courageous soldier, an exemplary citizen, and a constructive statesman.

In recognition of the vast service of Colonel Major the Kiwanis Club of Lincoln, Nebraska, conferred upon him the Kiwanis medal for distinguished service "in appreciation of his sterling worth as an individual and in recognition of a lifetime of constructive service as pioneer, soldier, citizen and statesman."

In calling attention to this we are justified in special pleasure in recalling the fact that we had the honor of making the dedicatory address when the "Thomas J. Major Building" was erected by the state for the Peru, Nebraska, State Teachers College.

The Toronto Meeting

THE meeting of the World Federation of Education Associations will be a revelation of internationalism. There has never been anything in the New World comparable to the meeting over which Dr. Augustus O. Thomas will preside. There will be present the Ministers of Education from several of the leading countries of Europe, chief of whom will be Lord Eustace Pesey of England.

Many of the United States educators in attendance upon the Seattle meeting will be at Toronto, because they are the highly specialized professional group, and in addition there will be literally thousands of school people from the Central and Eastern United States who will go there because it is close at hand, and because they have never had as good an opportunity to see Canada to advantage.

To be in near the birth of this great world movement is an opportunity not to be lightly prized. No one is now alive who was near the birth of the National Education Association, but Toronto will afford an opportunity for any one to be present at the second annual meeting of what will be internationally what our own Association is nationally. Don't miss the Toronto meeting.

Dr. William F. Russell, the new dean of Teachers College, Columbia University, is the running mate of Dr. A. O. Thomas in internationalizing this great educational movement.

World Federation of Education Associations, Toronto, Canada, August 7-12.

Elementary Principals at Seattle

THE first complete Seattle program that reaches us is that of President E. Ruth Pyrtle, Lincoln, Nebraska, of the elementary school principals.

There are to be breakfasts on Monday, Tuesday, Wednesday, and Thursday mornings. The general sessions will be addressed by President Francis G. Blair of the N. E. A.; President J. M. Gwinn, of the Department of Superintendence; Dean William F. Russell, of Teachers College, Columbia University, on "International Gossip"; Miss Anna Thompson, president, Classroom Teachers Association; Mrs. Susan M. Dorsey, superintendent, Los Angeles; Principal Elizabeth McCormick, Superior, Wisconsin; Grace M. Swan, Pittsburgh, Pa.; Cornelia Adair, Richmond, Va.; M. E. Peterson, Los Angeles; W. T. Longshore, Kansas City, Missouri; Mrs. Jessie M. Fink, Grand Rapids, Michigan; J. N. Duffy, Steubenville, Ohio.

What Is Your Professional I. Q.?

[Answers will be found on Page 582.]

51. What city superintendent emeritus has the largest retirement salary?
52. What world-famous scholar was United States Commissioner of Education for many years?
53. What is the most famous biography of a woman educator published in the last half-century?
54. What college president created the college of which he has been president for forty years?
55. What three state superintendents of New England had been state superintendents in other states?
56. What State Normal School in New England has for many years had famous success in promoting progressive education?
57. Who has written the most brilliant biography of a living educator?
58. What state has made the greatest increase in state appropriation for public schools in 1927?
59. Who is the national leader in the promotion of a Department of Education with a secretary in the President's Cabinet?
60. What University Professor has written an autobiography for which he received the highest prize ever awarded for such a literary achievement?

Leadership of Arkansas

By A. E. WINSHIP

ARKANSAS joins the other states of the South in lining up in the front rank in educational progress. It is amazing with what readiness the Legislature followed the State Department of Education and other leaders by adopting promptly and heartily the greatest code of school laws ever proposed in any one year in any state, North or South.

Here are a few of the notable evidences of progress. There is a law giving school boards the right of eminent domain. A law changing the date of taking the annual enumeration of the school children from July to March and providing for more nearly accurate reporting of school data. A law giving county boards the power to dissolve school districts maintaining less than six months of school when funds are available. A law enabling county boards to change district lines on the petition of a majority of the electors in the territory affected. The present law makes necessary a majority in each unit of the territory affected.

A law creating a revolving Loan Fund to be used in assisting rural districts to build, repair or equip schoolhouses. The money used will be the Permanent School Fund, which under the constitution can never be spent. The loans will be made by the county boards under regulations set up by the State Board. All buildings financed in whole or part by this fund will be constructed according to plans furnished by the State Department.

Lastly, there is a law creating an Equalizing Fund to be used in equalizing educational opportunity. A word of explanation is in order here. Under the old law all funds provided by the state for the use of the public schools are apportioned to the local school districts on the basis of scholastic population. As a consequence some districts are able to maintain excellent schools while many are able to maintain only a short term of three or four months even by employing the cheapest grade of teachers. Furthermore, there is a dearth of high schools, especially in the mountain sections. Twelve counties have no accredited high schools. Sixty-two thousand boys and girls of high school age have no high school of any kind. Roughly speaking, 120,000 children are distinctly under-privileged.

Under the provisions of the Equalizing Fund law, aid will be extended the less-favored districts on the basis of need and effort. School terms will be increased, and the quality of instruction will be improved. For, since a graduated salary scale will be used in extending aid, it is inevitable that the weak teachers who cannot or will not improve will be eliminated. This law, reinforced by the law requiring professional improvement as a pre-requisite of license renewal, will unquestionably bear fruit.

Nor does the plan end here. Standard high schools will be established, or existing schools now below the standard will be aided in those sections now destitute of high school privileges. All schools so established or strengthened will be of standard grade. Tuition in such schools will be free to all comers. And along with this program will go a standardized elementary school.

Now

BY CHARLES R. SKINNER

If you have hard work to do,
Do it now.
Today the skies are clear and blue,
Tomorrow clouds may come in view,
Yesterday is not for you;
Do it now.

If you have a song to sing,
Sing it now.
Let the notes of gladness ring
Clear as song of bird in spring,
Let every day some music bring;
Sing it now.

If you have kind words to say,
Say them now.
Tomorrow may not come your way,
Do a kindness while you may,
Loved ones will not always stay;
Say them now.

If you have a smile to show,
Show it now.
Make hearts happy,—roses grow,
Let the friends around you know
The love you feel before they go;
Show it now.

Note: Doctor Skinner was formerly New York State Superintendent of Public Instruction. He retired in 1925 as state legislative librarian after forty-six years of distinguished service to the state. He is now eighty-three years old.—From University State of New York Magazine.

Belding's Page

POSTSCRIPT ABOUT SAFETY

AS URGED in this page last week, the schools must teach the A-B-C's of safety if there is to be any value in teaching A-B-C's of any sort. Space prevented expansion of this point.

Safety education, in so far as it pertains to traffic, may well proceed much further than drilling boys and girls to exercise caution in keeping out of the paths of automobiles. The greater part of the educational problem is that of prevailing upon the drivers to drive more slowly and more sanely. The schools cannot directly reach the adults who operate cars, but they may reach some of them indirectly and others of them a few years hence. The school children of today are to become the motorists of the future. Teach them consideration for the rights of others. Teach them that speeding is a vice. Teach them that it is discourteous and selfish for any driver to make a pedestrian run to get out of harm's way. Teach social responsibility now. Some of the instruction, if it be well done, should bear fruit in time to come. And some of it should bear fruit almost immediately—for children carry home to their parents a great deal that they learn in school. Children have a powerful influence in bringing up fathers. Set them at it. Why not?

IMPROVING THE SCHOOLYARD

NOTHING could be a finer exhibition of school spirit or do more to make and keep that spirit what it should be, than the work which children in **Greystone, R. I.,** did to beautify their school grounds. Responding to the appeal of the superintendent of schools the boys and girls started with a will and toiled during much of their spare time for a week. Girls as well as boys took part in the work. Laying of concrete walks was part of the project. The lawn was graded and seeded. Trees and shrubs were set out.

Some stupid people will see nothing in such a performance besides the money saved for the taxpayer, or possibly the improved appearance of a lot owned by the town. Certain individuals still cherishing feudal ideas will object to asking school children to soil their hands with labor. Others will raise the objection that people needing work have been deprived of it. All such criticisms and measurements miss the real values of the enterprise. These are: First, that it enables boys and girls to give something in return for what they get; second, that the viewpoint of many of them will be permanently changed from narrow selfishness to a broadened regard for the school and the town as objects for which they have personal responsibility. Any school which has tried such an undertaking and has carried it through to success may well wish that it had more lands, or land, to conquer.

"DOCTOR" OFTEN A MISNOMER

ORIGINALLY, I believe, the word doctor meant teacher. Nowadays it seems to mean, primarily and chiefly, one who knows a good deal about some specialized field of knowledge. If the doctor be also a teacher it is by accident, and in spite of the training which has led to the doctoral degree. The thing that saves our colleges is the sprinkling of faculty members who have the faculty of teaching; men and women who care more for young people than for books; and who are more eager to develop insight and power and a love of learning than to impart a smattering of facts. To be sure, one must love learning before he can make students love it. But he must love it because he sees great and inspiring principles in and through and underneath it all. To have an encyclopedic mind and be proud of airing it is not to love learning or to make learning attractive to youth.

WORKING WITH THE SCHOOL

THE perfect teacher will be one who cooperates with other teachers and with the principal. Some teachers who do very well within the four walls of their classrooms are a failure when it comes to fitting into the general plan and routine of the school. Fortunately the teachers of this type are in the minority. But nearly every school of any size has one teacher more or less inclined to throw a monkey wrench into plans which the other teachers have approved and which are for the good of the school. A teacher who will subject other teachers or the management of the school to criticism before her class is guilty of gross disloyalty. She should get into line with the school as a whole or get out. Maybe she would do better in a one-room school and is out of place in a larger and more modern one.

Anson W. Belding

Associate Editor.

Spiritualizing the Facts

By M. G. CLARK

Superintendent of Schools, Sioux City, Iowa

A GREAT game of football was in progress. The score was a tie. The home team had the ball on the one-yard line, and one minute to play. Football history for their college must be made. The home fans, as a man, were all on their feet, shouting encouragement in football unison: "We want a touchdown." When high above the shout, a childish treble voice piped out: "Daddy, I want peanuts."

All over this broad land of ours the education game is on. With a great deal of enthusiasm various advocates of educational "isms," each believing its chosen eleven to be within the yard limit of the ultimate goal of educational practice, are standing and encouraging their team with their "ism" yells. "We want silent reading." "We want scientific spelling." "We want diagnostic tests." "We want the establishment of fact-norms." Then altogether they unite in a great shout: "We want the teaching and the testing and the diagnosis and the mastery of facts, facts, facts."

Over and above the roar of this mass of educators, there comes back to listening ears the high childish treble of our young people: "We want emotions—we want kicks—we want thrills—we want a life over and above the prosaic statement and mastery of facts—we want something that shall motivate our activities and give direction to our energies. We want life—we want life energized, life worth while, life that shall give to us an opportunity to mobilize our emotions and set free our energies upon some worthwhile quest."

The most splendid group of young people the world has ever seen are to be found today within our public schools.

The young people of today are beautiful in their physique; the flush of health is in their faces and their eyes. They are splendid in their mentality and they are delightful in their poise and spiritual character. Like the youth of previous ages, however, they must take the world as they find it, and through the experiences which it offers today, they must seek that life-balance which, if found, will give to them the poise of worth-while living, or, if not found, will leave them unorganized, disgruntled and unsatisfied.

Our social and economic world does not offer, in its present organization, those constructive and natural emotions that the earlier periods of the world's development presented. The thrills of the days of discovery are past. The spiritualizing problems of the days of constructive patriotism, the days of Washington, of Hamilton, of Lincoln are gone. The great emotions that possessed the heart of the nation during the war and the years following the war are no longer felt. Our young people are left to seek for themselves, as best as they can, for those emotional reactions which rightfully belong to them.

> **The American public school has no greater function than to teach American boys and girls that the right of citizenship is too sacred to be lightly forgotten or left to decay from disuse. The privilege of citizenship is a far more sacred thing than the right of citizenship. Above all, let us teach our children that citizenship in a country is synonymous with love of country.**

Since they cannot find these thrills in their social or economic environment, or in some great patriotic call, they are naturally reaching out into every avenue to find a substitute. Emotional reactions do not necessarily spell immorality, but rather do they indicate that within the normal hearts of our children there resides a great human desire for an emotional reaction that the home life, the social environment and the education curriculum do not furnish.

What can our schools provide to foster a constructive emotional life? How can the curriculum be revised to give to our boys and girls a thrill that is both satisfying and uplifting? How can constructive emotions be provided that shall fill and thrill and throb as did those of the days of chivalry, the days of discovery, the days of conquest, and the days of the pioneer? How can we put to work the emotions of our children so as to give them the normal pleasures of youth and yet train and hold them for the daily grind of continued

days of service, and yet a life that shall prove satisfying because of the thrill of its significance?

We have taught facts; we have produced a generation of young people who are encyclopedic in their knowledges, but we have not spiritualized those facts. We have not suggested their deeper meanings. Our young people have missed the everlasting values, the real significance of life itself. Our facts stand organized into encyclopedic mind knowledges, ready to answer at any moment the diagnostic test, but facts, merely as facts, do not give significance, idealisms and values to life.

Our schools lack atmosphere—that intangible something that leads the child to seek those eternal verities that function in ideals, that spiritualize thinking, that motivate actions and that ennoble life.

The atmosphere of our public schools should be that of a spiritualized community. The most significant social movement of recent years is to be found in the growth of our civic clubs. The Rotary Club, the Kiwanis Club, and other civic clubs are training their members to listen together, to think together, to discuss together, and to act independently but in community harmony. Their membership is trained toward the establishment of a functioning community mind. They are trained to lay aside prejudices, to discard intolerance, and to do community team-work.

The public school will never fulfill its function in our American democratic experiment until it shall cause to sink deep into the hearts and minds of its pupils, the great democratic principle, "Thou shalt love thy neighbor." There can be no democracy where this principle is not applied. Our schools are magnifying individualism. We magnify it in type of our recitation; we magnify it in our system of marking and grading; we magnify it in the methods of our classroom. Many are magnifying it through some form of individual teaching. These statements do not imply that we need to minimize individual development. We would emphasize, rather, that we need to magnify to the individual the community he is educated to serve.

The subordination of the individual to the good of the community is but one-half the story. The joy of a community in the victories of its individual members, however humble may be their station, are values that need to be taught and practiced in every schoolroom. Every classroom is a potential community, dependent upon the work of its individual members, and the individuals of such a community will soon learn that the worth-whileness of their work is to be found in the larger community good. Here is where the public schools may do much to correct the personal-liberty idea of the bootlegger and of his bootlegging patron. The two college-trained criminals of Chicago, of semi-recent notoriety, had never learned the lesson of service to others. They had no community service sense. Their overdeveloped individualism demanded service, but never sought to render it to others. Teamwork upon a football field is significant, but it is far more significant in a classroom, a community, a city, a state or a nation.

The love of law is basic to the welfare of a community. We need to spiritualize law; to get so fundamental an understanding of law that it will take possession of our emotions and we will affirm that we love law. Nothing more fundamental can enter the training of the emotional life of the child. Upon the love of law all lasting happiness depends. This is a world of law, and law is a manifestation of supreme love. Our very being came into existence through law. Our physical growth and health are dependent upon law. So, too, our mental growth and spiritual life are dependent upon law. Our food, the air we breathe, the water we drink, come to us by law. The sunshine of our day and the starlight of our rest-time are manifestations of the Infinite love that created the law of day and night. Every beat of our heart is a throb of law.

Let us teach our children that law never punishes. Law always blesses. The observance of law brings happiness; the non-observance of law brings calamity. Calamity is not a punishment, it is the natural result of a failure to maintain the harmony of laws.

What a wonderful opportunity for the teacher of mathematics, who daily teaches mathematical law, to spiritualize his facts! What a responsibility rests upon every science teacher to teach, with the details of scientific law, the deeper spiritual significance of all law!

What shall America's schools do about America's problems? There is a tendency to a softness, not only in our courts, but also in the discipline of our schools, that breeds a contempt of law rather than a love of law. We cannot profess a love of law unless we acknowledge the justice with which its non-observance brings disorganization and sorrow. Let us, likewise, insist that the non-observance of the statutes of our country, made and provided for the happiness of the individuals of the community and the citizens of the nation, will bring, as inevitably, some just calamity.

This offers to the teacher a great opportunity for spiritualizing her teaching facts. The facts of education, as generally accepted, furnish all needed background for her teaching. Perhaps no opportunity is oftener neglected. It is to be hoped that our curriculum committees may help

us to establish through our schools a greater love for law.

The facts of citizenship need likewise to be spiritualized. The spiritualized school-community will regard citizenship as its greatest community asset. The spiritualization of citizenship includes at least four ideas: The right of citizenship; the privilege of citizenship; the duty of citizenship; the love of citizenship.

In spiritualizing citizenship the history teacher will not fail to connote all that is included in the word "rights." The re-living, the re-thinking, the dramatization of the problems of early history, cannot fail to cause the heart to warm and the emotional blood to flow with greater rapidity. For centuries mankind had been struggling against mights and powers. A new world was discovered, pioneered and wrested from those same powers, that the rights of individual citizenship might be established and maintained for all future generations. The right of citizenship is a sacred thing, dear to the heart of every American. Without it mankind becomes a peasantry, degraded, pauperized in body and soul; with it, mankind has been dignified, purified and ennobled and has created a new government of service for its citizens.

Let us so teach and spiritualize citizenship that every child will thrill as he stands, uncovered, and proclaims to his fellows: "I am a citizen of no mean country—America—a great nation among all the nations of the world! I have the rights of an American citizenship."

The American public school has no greater function than to teach American boys and girls that the right of citizenship is too sacred to be lightly forgotten or left to decay from disuse. The privilege of citizenship is a far more sacred thing than the right of citizenship. The test of American citizenship is found in the pride and the alacrity with which we put this great prerogative, this American privilege, to daily use. We are often too busy to be Americans for an hour or a day.

Election days should be great gala-days, emotionalized as days of service for America. Jury service proves our American peerage—the privilege of American equality. On such days, and in such services, we commemorate the sacrifices and sanctify the blood of all generations that has been shed to guarantee our rights and our privileges.

Citizenship is something more than a right for which we would lay down our lives, if necessary. It is something more than a privilege that points our high distinction as American citizens—we must teach that it is a duty. Every loyal citizen of America holds himself ready for defensive service at his country's call. Such service even to the sacrifice of life is glorious. Every loyal American citizen holds himself ready, also, to perform the less applauded peace duties of citizenship, however sordid they may appear and in whatever form such duty may call. To cast one's vote is more than a right or a privilege—it is a duty. To serve upon a jury is more than a privilege—it is also a duty. To pay one's taxes in the support of one's government is a right, a privilege, and also a duty. To neglect any of these duties should be held before our children as we held before them slackers in time of war.

Above all, let us teach our children that citizenship in a country is synonymous with love of country. Love of country is that emotional spirit that day by day seeks, because of love, the peace, the welfare, the health and the prosperity of our nation.

America is an experiment in a new sort of national life. It has created a new national standard. A survey of Europe and the older nationalities, reveals that the binding cord of their nationality is blood-kinship. France is French blood; Spain is Spanish blood; Norway is Norwegian blood; Germany is German blood; England is English blood; Japan is Japanese blood;—America is all bloods. What then constitutes the American nation? It is not blood-kinship, but rather the kinship of ideals, the kinship of established rights. What is the binding cord of America's nationality? It is not her constitution, not her courts, not her wealth, but it is the heart service, the love of each American citizen for those ideals which he regards as more sacred than his own life or even the lives of his family.

In our past thinking, labor has been too much thought of as uncultured. The so-called educated group has too often associated labor with the crudities of life. Labor has been regarded as unlettered and uncultured. The democratization of education which has taken place during the past fifteen years is significant. It is significant in that it tends to bridge the gulf that has so long existed between labor on the one hand and education and culture on the other. We are rapidly becoming a nation of schooled people. To all classes of people—laborer, artisan, clerk and whomso—is coming this general education that makes common the cultures and that will ultimately enlarge our common understanding of life values.

There are certain spiritualized elements that must go hand in hand with this growth in knowledge. Among them is our love and respect for work. Labor must be dignified and established as the peer of the intellectual and the cultural occupations. Labor can no longer be regarded as the crude occupation of necessity; the occupation of the uneducated. It is being deliberately chosen by many of the edu-

cated and cultured. It already has been admitted to the halls of higher education. It will soon be found within the salons of culture.

Our child labor laws have accomplished much for the social betterment of the child, but like all good things. the full significance of which was not seen in the period of initiation, these laws have not been without their dangers. In the new social order that has come as the result of these laws, and as a concomitant economic result, we have nothing at present to take the place of the home chores of a generation ago.

If labor is to be spiritualized, then every child must develop within his heart a love and respect for labor. Every child ought to have some duty to perform for the good of others. Let us emphasize the good. He should have some real work that keeps him in touch, also, with the world's great problems of necessity. He should know from earliest years that there are problems of necessity. Drudgery, work that breaks spirit and breaks backs, will, of course, be excluded from the child's curriculum, but the spiritual value of work should be kept before every child through some actual work participation. I am not speaking of Boy Scout activities. Scouting is not work. I am speaking, rather, of the direct association of youth with the economics of the world—the world's production. How to accomplish this is one of the education problems of our generation, but we may be certain it can and will be done. Its solution will spiritualize labor and secure for it its proper place in the social, economic and culture world.

Culture can no longer be regarded as the birthright of wealth and leisure. The future of the American democracy has no place for the aristocracy of culture. Culture must contribute to the happiness and welfare of cottage and of cabin. Culture must dignify labor and make work attractive. Remarkable progress has already been taken toward this end. The advent of the telephone, the automobile, and hard roads, of the phonograph and radio, are already bringing culture to the more humble homes. We can well believe that the day of a still greater democratization of culture has just begun. The labor of America is already tasting its joys and its privileges.

The schools have their part to perform in this program. Within the classrooms are to be found, side by side, every type of American human. The public schools are annihilating caste. It is for the schools to implant in the hearts of young America a respect, a love, and a participation in the labors of the world. It is for the schools to enshrine within those same hearts a love for the beauties of life, the secrets of human happiness that only music and art and nature and literature can impart. This will do much toward the spiritualization of labor and of culture.

"The world is still at its morn." There is a real danger that our children shall take it for granted through our teaching that the work of the world is finished, completed; that no challenge remains for their spirits to answer. We need to get the message to them that the world has but entered the kindergarten of human progress; that we have as yet but touched the shores of the great continents of human activity, and that their valleys of scientific and economic progress have yet to be explored, and their mountain peaks of literature, art, music and philosophy have yet to be scaled.

Let us tell our young people that only the elementary laws of science have been discovered. What discovery shall we add? The fundamentals of economic production, distribution and consumption remain yet to be written by some great world economist. Who will write them? The great economic problems are becoming more and more intricate; what new economic source of power; what new source of heat and light; what new and greater methods for the production of foods; what more economic and hygienic methods for consumption shall be discovered and made plain for the children that are yet to be? What new applications of the principle, "Thou shalt love thy neighbor," may be worked out and applied to the physical, the economic and social world? How may new co-operative ideals of life be made to enrich all humanity, individually, nationally, and internationally?

I do the very best I know how; the very best I can; and I mean to keep doing so until the end. If the end brings me out all right, what is said against me won't amount to anything. If the end brings me out wrong, ten angels swearing I was right would make no difference.

—Abraham Lincoln.

Claremont Colleges

By A. E. WINSHIP

SOUTHERN CALIFORNIA has suddenly blossomed out into an academic fairyland. Ten years ago it was scandalously lacking in institutions of higher learning. Today no equal area and population is as abundantly supplied with new and up-to-date college and university buildings and faculties as there are within one hundred miles of Los Angeles.

The plan for Claremont Colleges is one of the largest and most promising undertakings in American education. It is proposed to create at Claremont a group of small, independent but affiliated colleges combining the advantages of the two types of institutions for higher education in America—the intimacies of the small college and the equipment of the large university. Sufficient gifts have been made to make it possible that Southern California shall be the site of the first institution which shall be built along these proposed lines. The adequate resourcing of such a group of colleges must involve many millions of dollars. As has been the case with great Eastern institutions the envisioned structure even in its measurable completeness will be the work of generations.

It has been the very genius of American educational achievement that both public and private effort have been blended together into this common undertaking to accomplish the purposes of education. The great state institutions of learning have been of immeasurable value, but their service has been unquestionably complemented and increased by the contributions of educational institutions on private foundations like Harvard, Yale, Princeton, Chicago, Oberlin and Stanford. No educational system can by any possibility be considered complete except as each type is efficiently represented. Especially is the importance of the private institutions obvious in a time when the state universities are overwhelmed by many thousands of students and when it must remain for private institutions to minister in a more personal and intimate way.

Any adequate educational program for Southern California should include that most unique of American institutions on private foundation —the residential college—the finest and most successful form of educational association which has yet been developed anywhere in the world. The city colleges and universities will minister to great masses of students living at home and will serve many forms of professional training for which clinical material is most plentiful in the great metropolis. But an altogether unique place has been filled by those universities and colleges usually developed in comparatively small and sequestered places where students live in college halls in intimate association with each other and with their teachers and are thus brought under the constant and persistent influence of the collegiate environment. In such places life can be best organized and focussed on the educational aims and ends.

President Blaisdell suggested a group of small colleges, each independently organized and administered, to be located in near proximity to each other so that they may hold and use in common their costly central utilities. In this way the group of colleges would preserve the intimacies of the small group with which each student would be associated while furnishing all the advantages of those expensive resources which are only economical and practical where a large educational body is gathered.

Any thoughtful mind kindles at once at the possibilities which are obvious in this proposed form of organization where competitive and intramural relations in all intellectual affairs shall stimulate, leaven and inspire the whole group, where ample facilities and resources shall be available, and yet where each student shall find his intimacies in the close, constant and rewarding fellowship of a small residence college.

Pomona College has many initial facts in its favor. A suburban location makes possible a resident life unbroken by the interruptions of the great city, but near enough to draw upon the facilities and riches of the metropolis. The near neighborhood of the fastnesses of the Sierra Madre Mountains is of inestimable value.

The educated man is a man with certain subtle spiritual qualities which make him calm in adversity, happy when alone, just in his dealings, rational and sane in the fullest meaning of that word in all the affairs of life.

—Ramsay MacDonald.

The Seattle Convention

By AGNES WINN
Washington, D. C.

WHEN members of the National Education Association arrive on Puget Sound for the sixty-fifth annual meeting of the Association, they will find themselves the guests of the whole Pacific Northwest. Commerce, common interests and co-operation have dispelled any rivalries which may have existed between some of those enterprising western cities in the pioneer days and have knit the Northwest into a unit.

Seattle, the convention city, is a splendid example of American initiative and Western enterprise. It is often called the one generation city—a city of today and tomorrow, not of yesterday—for it was born and built within the memory of many of its present citizens. Imagine a city with all the ritz and verve and flash of electric signs of a Chicago or Buffalo, containing in its city limits actual virgin forest. This is Seattle. A city where the vision of its builders has reserved for the people the high beauty spots, for a "view" in Seattle is within the reach of rich and poor alike.

After a visit to the metropolis of the Northwest it is easy for one to understand why it has grown from an isolated outpost in the midst of a primeval forest to a world city of 400,000 population within a few decades. It is also easy to comprehend why it has become the financial, commercial, industrial, distributing, transportation and shipping centre of the Northwest section of the United States. The teacher who attends the 1927 annual meeting of the Association, as was brought out in a recent editorial in this Journal, will have the advantage of a course in American geography, American agriculture, American transportation, American civics, and all phases of American sociology.

This teacher will also find herself in the summer playground par excellence of the nation, for nowhere is there found such a variety of summer vacation opportunities as in "The Charmed Land." It is a land whose air is a blend of the tonic of the mountains and the sea filtered through evergreen forests; a land of towering snow-capped peaks and evergreen valleys; a land of pounding surf and beautiful stretches of inland sea; a land of forests, rushing streams, mountain lakes, and superb scenic motor roads. These natural advantages combined with its balmy summer days and cool, refreshing nights make it an ideal spot for golfing, fishing, yachting, canoeing, hiking and mountain sports on the high peaks of Rainier and Baker.

But to come back to the convention proper we should like to say that Thomas R. Cole, superintendent of the Seattle schools, is general chairman of arrangements. Mr. Cole is ably assisted by a committee consisting of representatives from local and state educational organizations, and according to reports received nothing will be wanting for the comfort and convenience of the visitors. Civic organizations with the Chamber of Commerce in the vanguard are taking an active part in planning for the entertainment of the Association. For the first time in its history the National Education Association will have an official hostess instead of a host, for Seattle bears the unique distinction of having a woman mayor, Mrs. Bertha K. Landes, wife of a university professor.

President Francis G. Blair has chosen as the theme of the convention "The Teachers of America, the Republic's first and last line of defence—their economic, social and professional welfare the chief concern of state and nation." At the 1926 meeting President McSkimmon's program was built around the general theme, "The Challenge of Childhood." The historic city of Philadelphia, with its Declaration of Independence and its Liberty Bell, furnished a fitting background for this inspiring meeting. In announcing the program for the 1927 meeting of the Association President Blair said: "It seemed to me that the only topic which could be considered as suited for the next meeting must centre about the 800,000 teachers who are the friends, the leaders, the instructors of our 25,000,000 American public school children.

"As public education played a great part in pushing the colonial population across the Alleghanies, in peopling the commonwealths of the Middle West and in urging them over the prairies and on to the Pacific, it also seemed fitting that this great Association should hold its next session in one of the great cities of our western shore line."

The convention will open with a vesper service on Sunday afternoon, July 3, in beautiful Volunteer Park with its vistas of lake, sea and snow-capped mountains. Dr. Mark A. Matthews, pastor of the First Presbyterian Church of Seattle, will give the address and the Seattle Amphion Society will sing. At the Sunday evening service in Meany Hall on the University campus Bishop Edwin Hughes will deliver

the address, and the music will be furnished by St. Olaf's choir of Minneapolis.

On Monday morning, the Fourth of July, the visitors will be officially welcomed to the city by Mayor Landes and to the state by Josephine Corliss Preston, state superintendent of public instruction, at the general session to be held in the University Stadium, where all evening sessions will also be held. The response for the Association will be given by Superintendent R. L. Jones of Memphis, Tennessee. On this occasion President Francis G. Blair will deliver his presidential address, "The American Melting Pot." Another speaker will be Dr. Henry Suzzallo, former president of the University of Washington, who will use as his subject, "A Declaration of Independence for American Universities."

Monday afternoon will be left free for sightseeing and excursions, and the Seattle entertainment committee is making definite plans for taking care of the visitors that afternoon. Most of the official delegates, however, will not leave the city, for at five o'clock the meetings of state delegations will take place in the various state headquarters. At these meetings the official business of each delegation will be transacted, including the election of members of the committees on resolutions, credentials and necrology and the nomination of state directors.

On Monday evening the American Legion will be in charge of a patriotic celebration at the Stadium, and on Tuesday evening the first general evening session will take place. One of the high points of the convention will be the pageant, "Forest Trails," on Wednesday evening, given under the direction of the music department of the Seattle public schools.

At the closing general session, Thursday evening, July 7, the program will be devoted to the great teachers and leaders of yesterday. Dr. John J. Tigert, United States Commissioner of Education, Washington, D.C., will speak on William T. Harris; Dr. A. E. Winship, editor of the Journal of Education, Boston, Massachusetts, on Charles W. Eliot; Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, California, on Ella Flagg Young; and Dr. P. P. Claxton, superintendent of schools, Tulsa, Oklahoma, on Governor Aycock.

On Tuesday, Wednesday, Thursday, and Friday mornings the meetings of the representative assembly will take place in the beautiful new Fifth Avenue Theatre. As these sessions will be attended chiefly by delegates President Blair is making plans for other meetings in a theatre or church to take care of those not attending the assembly. Secretary Crabtree's annual report, the treasurer's report, and others dealing with the business of the Association will be presented at the final session, Friday morning, which will officially close the convention.

The afternoons of Tuesday, Wednesday and Thursday will be given over to meetings of the departments and allied groups with one organization holding a session on Friday. Besides the National Council of Education the departments holding sessions are: Adult Education; Business Education; Classroom Teachers; Deans of Women; Elementary School Principals; Kindergarten-Primary Education; Lip Reading; Music Education; Rural Education; School Health and Physical Education; Science Instruction; Secondary School Principals; Social Studies; Visual Instruction; and Vocational Education.

As evidence that this is not merely a Seattle affair but one in which the whole Northwest is participating, Tacoma and Bellingham will continue the hospitality dispensed by Seattle during the convention. At the close of the last meeting of the Representative Assembly, Friday noon, July 8, four hundred visiting teachers will be asked to be guests of the Tacoma teachers. Leaving Seattle on the one o'clock boat a thirty-mile trip on Puget Sound will bring them to the City of Destiny. Autos will take the group for a three-hour tour of the city, ending at the beach in Point Defiance Park. Here the Parent-Teacher Association of Tacoma will serve a Puget Sound picnic dinner followed by a short program and other entertainment. At nine o'clock the boat trip to Seattle will be made by moonlight. On Saturday and Sunday, July 9 and 10, a group of Tacoma teachers and mountaineers will be at Paradise Valley on Mt. Rainier to greet delegates who wish to take the trip to this wonderful national park and visit the "Mountain That Was God."

The Bellingham Chamber of Commerce is also planning a trip for N. E. A. visitors Saturday and Sunday, July 9 and 10, leaving Seattle by boat Saturday morning and threading the picturesque San Juan archipelago to Bellingham, where the night will be spent. On Sunday the excursionists will be taken to the newly-opened Mount Baker region, from which short trips may be taken, and where lunch will be served at Mount Baker Lodge.

A trip to the Northwest would not be complete without a visit to the quaint city of Victoria, which has the reputation of being more Victorian than present-day England, and to the hustling, busy Vancouver. Some may even want to take the beautiful inland passage trip to Alaska and wander over the old Klondike trail and upon the return trip visit the old Russian capital of Sitka, with its world-famed harbor.

Technical High Schools or Trade Schools?

By A. C. GAMMONS
Hartford, Conn.

IT MUST be recognized that in the past fifty years the methods of manufacturing have been changed. Fifty years ago a boy spent from three to six years "serving his time" to learn a trade. But when through he knew all phases of the work equally well. He was a machinist, a plumber, carpenter, or whatever his trade might be. Production is now the goal of nearly every manufacturer. For this reason many employers are running their own trade schools which, in a sense, may not be considered trade schools but rather operation schools, in which a boy may, in a few years, become a good drill press operator, or a milling machine operator, if in the machine trade; or a band saw man, or a planer hand, if in woodwork. In a few words, manufacturing today is done by operation specialists and has little room for the man with a general knowledge of an entire trade.

In one of our states technical training of any kind is discarded in the high schools if a trade school is located in the city, thus forcing pupils to get any such training at the trade school.

While this may help fill up the trade schools, it has a disadvantage that a course designed to teach a boy how to lay a floor or turn out work on a lathe, on a production basis, will not help the pupil taking this work in preparation for a higher technical school.

Today the same man who served his time and learned his trade has a much higher ideal for his son, and urges the boy on to a higher education. It is only in times of depression that these boys will turn to the trades, and then usually for a short period. During the early days of "manual training" in both grade and high schools, the aim of the course was to train pupils for trades. Later the term "vocational training" came into use for this type of instruction. Pupils receiving this training gained a fair knowledge of the use of tools used in the various trades, but it was found that the time which could be given to these subjects during the school year was entirely inadequate to permit the pupil to go into the trade. This type of instruction has continued up to date without any certainty as to its aims or objectives, and has labored under an assortment of names, such as manual arts, manual training, vocational training, and industrial arts, none of which explained the work covered and altogether failed to give any idea of its purpose.

During this period of uncertainty the trade school has come into being and is now able to care for pupils who are failures in their classical subjects and for those who are object-minded, better than the high school is able to do.

Now that the high school departments have been relieved of these pupils, the work has taken on a new meaning and should have a new name which would add dignity to its position. High school departments as conducted today are research laboratories on technical lines, much as the science laboratories. The aim of the high school instruction is now dual in purpose and of a nature to place it in a permanent position in any high school. The technical department of the present high school should have a course designed to fit pupils to enter engineering schools and to give pupils in general course a well-rounded education. For those pupils intended for engineering schools the course should be of such design and value as to receive the same credit as any other high school subject for equal time expended. Credit for instruction along technical lines is gradually becoming recognized by the colleges. During the coming year six of the leading colleges are to give equal credit for mechanical drawing to that of any other subject which requires equal time. The feeling of the college professors as to the value of this type of instruction can be judged from their statement that they wish all pupils in the freshman year were compelled to take mechanical drawing, as it is a great help in understanding mathematics, and is of use in other studies as it enables pupils to put their ideas in graphic form where sketches are more capable of expression than words.

The courses in the high school technical departments should stand in the same relation to the engineering schools as classical courses take in relation to the colleges. The courses and standards must be of sufficiently high quality to demand proper credit. Teachers in the technical branches of the high schools throughout the country should work to place their instruction on a high level, that recognition from colleges may continue.

Would it not be better for the pupils if proper high school technical training which would fit them for a higher technical school be continued and even broadened in its application, and that the trade schools should redesign their courses of study and shorten them so that a pupil may in a few months become proficient in one or two operations and be able to achieve his object, working at fair wages, within a reasonable time.

The Child's Own Word Book

["The Child's Own Word Book." By M. M. Guhin, Aberdeen, S. D. Published by Hub City School Supply Company, Aberdeen, S. D.]

THE author of this interesting and remarkable book is an inventive genius and an heroic professional discoverer of ways and means to help children in their growth in learning to learn what they have occasion to learn.

Professor Guhin is always a leader in "ways and means" and is never a trailer after any one. It is almost uncanny the way he says what we have always known but never suspected that we knew it. For instance, we have specialized for many years on the pre-school child, but have never seen the learning little child as he is portrayed by this author. Of course we have long emphasized the fact that the child learns more in the years three, four and five than in any other three years, and this without conscious teaching, but we could never have phrased it in this way: "He simply experiences hundreds of contacts with people, things, actions, moods, colors, phases of weather, etc.; after a while he knows them. Sometimes, it seems as if he learns a tremendous amount in an incredibly short time, as when he begins to talk. Laboriously he learns a few words; but in a few months he has a vocabulary of several hundred words. It is inconceivable that he learned all these words in so short a time; try a foreign language, and you will be convinced he could not do so. It seems that, instead, he was accumulating a storehouse of words before he began to talk. That is, his vocabulary was a growth, and his speaking merely the 'harvest' of the crop of words.

"In school, we seem to look upon education as essentially different from his pre-school growth. We seem to think the child must be taught everything he learns and that what is taught he should know. We seek immediate results—one minute we teach, the next we test on what we taught. . . . We 'prime' the child; then 'pump' him with questions and tests. The idea of growth, of self-activity, and self-learning seems to play no part in the process.

"If education is a 'growth,' this 'priming-pumping' formula is wrong. No one expects to sow wheat today and reap it tomorrow."

If any one has stated this as concisely and forcefully before we have failed to see it. "'The Child's Own Word Book' is skilfully and tactfully named. It is the child's own book. It is based upon the growth idea of education. . . . It does not contemplate much teaching. . . . The teacher is to encourage him, praise him for what he accomplishes, help him when he encounters difficulties. . . . The work is easy enough so that the child can do it. In fact the amount of work he can do is, in itself, a great encouragement to him.

"Train a child in the way he should do. Words are like windows; they should be seen through, rather than seen."

"The Child's Own Word Book" is a revelation to us, and we are sure that it will be remarkably helpful to any teacher. It is not a spelling book, but it makes correct spelling easy for every child who uses it.

Letters of a Superintendent

A REVIEW OF THE YEAR'S WORK

To the Teachers:—

Another school year is drawing to a close and before it ends it is my pleasure and privilege to thank you, on behalf of the school department and on my own account, for the splendid service you have rendered during the year. The regular work of the school has been well done. There has been a spirit of co-operation in your relations with your fellow workers; there has been a cheerfulness in your endeavors to carry out the suggestions of principals and supervisors; and there has been manifested in your classrooms a happy, cordial attitude toward your pupils and a disposition to acquire a sympathetic understanding of their problems and difficulties, which are so important to them and so often belittled and made light of by their elders. These things are important. They are of more value than the so-called regular work of the schools. These things partake of the spirit of America. Much of the regular work which the schools teach will pass away in time and be forgotten by the girls and boys now under your care. But these things that I have mentioned and which I believe are highly characteristic of my teachers will not lose their influence as the years pass on.

The results of standard tests show a high accomplishment in school work. But what does it profit a school if it gain a high rating and lose its greatest opportunity for good?

I trust that you will have a pleasant summer vacation, and that all of you, whether you go to summer school or engage in some other occupation, will have a good time. One of the greatest of Dr. G. Stanley Hall's many great contributions to American education is his saying that "Teachers do not stop playing because they grow old. They grow old because they stop playing."

Governor C. C. Young of California proposes radical improvement in the state school system. In this he will have the hearty support of State Superintendent W. J. Cooper and all the educational leaders of the state.

Attitude of High School Seniors

By HARVEY S. GRUVER
Superintendent, Lynn, Mass.

THE questions which arise in considering the attitude of high school seniors on "Living as a Complex Problem" are as follows:—

Are the graduates of our public schools prepared for life? What is their attitude toward the fundamental life problems?

With this general thought in mind, the following questions might well be asked:—

Do our high school graduates have the proper conception of home relations?

Do they have a correct understanding of what the city is striving to do for them in the way of providing educational opportunities?

Do they recognize the relation between these opportunities and life requirements?

Do they have the proper conception of the right adjustments in their vocational pursuits?

Do they have an intelligent understanding of the worth and relation of money to their future welfare?

Do they have an intelligent appreciation of the form of government under which we live?

Do they fully appreciate the main sources, namely, books and people, from which they will receive help and inspiration?

Do they have the necessary knowledge of the needs for conserving their health?

Do they understand the fundamental necessities of character training?

CONCLUSIONS

1. They have a wholesome regard for their parental obligations,
2. They have an intelligent appreciation of their educational opportunities.
3. They understand the basic requirements for good citizenship.
4. They know how to weigh the fundamental considerations in the choice of a vocation.
5. They can evaluate the worth of a dollar.
6. They have an intelligent understanding of the government under which they live.
7. They have a keen sense of appraising the worth of an individual through the study of biography. They have not as yet learned to profit as fully as they should from the reading of good books.
8. They know the essential requirements for good health.
9. They have an understanding of the fundamental requisites for good character.

These conclusions are based upon the following Replies of the Students of High Schools of the City of Lynn:—

FIRST QUESTION

Name five ways by which you can show your appreciation to your parents or guardians for making it possible for you to secure a high school education.

LEADING ANSWERS

Give financial aid to parents now and later. Try to make home cheerful. Do school work well. Improve all opportunities to enlarge interests. Have a good moral character. Be a good citizen. Be a source of pride to parents. Make good use of our education. Share joys of school life with parents. Never allow anything to make a breach with our parents.

SECOND QUESTION

It cost the city of Lynn approximately $1,200 to provide educational opportunities for you. Give five reasons why you think this money was well invested.

LEADING ANSWERS

Lynn will be a better city if children are better educated. The citizens will be better voters. The elimination of ignorance will make Lynn a better city. Will know better how to choose a vocation. Will give poor people a better chance. Will improve the health of every one. Will tend to have individuals with great achievements, which will give Lynn prestige. Will improve the business of Lynn.

THIRD QUESTION

Name five ways in which you at twenty-one years of age may demonstrate that you are trying to be a good citizen.

LEADING ANSWERS

By better voting. More obedience to law. Study of public issues. Know the character of candidates. Know the ability of candidates. Have unprejudiced judgment. Help government to function. Help to suppress vice. Lead a Christian life. Try to succeed in an honest way in an honest business.

FOURTH QUESTION

Assuming that you have no dependents when you become twenty years of age, and that you will be receiving twenty dollars a week, make a budget showing how you will dispose of your earnings.

LEADING ANSWERS

(There are none.)

FIFTH QUESTION

If upon graduation the following positions were offered you, which would you choose?

(1) Forty-eight hours of work per week. Salary $15 per week with five opportunities for advancement? (2) Forty hours of work per week. Salary, $20 per week with limited opportunity for advancement?

LEADING ANSWERS

Four hundred fifty-four chose Number 1.
Only sixteen chose Number 2.

SIXTH QUESTION

Name three advantages in living in a country having a democratic form of government.

LEADING ANSWERS

There are 108 reasons given. Among these the leading ones in point of number are: Political advantages, judiciary advantages, more stable government, fairer taxes, personal freedom, more equal opportunities for success, free speech, religious freedom, free press, free from persecution, better schools, education free, more tolerance, public libraries, better economic conditions, higher wages, better living conditions.

SEVENTH QUESTION

Name five books that you have read since entering the high school that have been most helpful to you.

LEADING ANSWERS

There are hundreds of books mentioned: "Tale of Two Cities" (179), "Silas Marner" (139), "Macbeth" (117), United States Histories (86), Burke's Speech on Conciliation with America (81), "David Copperfield" (68), Macaulay's "Life of Samuel Johnson" (67), "Julius Caesar" (84), "Antobiography of Franklin" (59), "Merchant of Venice" (56), "Up from Slavery" (44) "Hamlet" (43), "Making of an American" (42), "Biography of Lincoln" (18), "Idylls of the King" (33), "Lorna Doone" (21), "As You Like It" (18), "The Sketch Book" (18), "Life of Helen Keller" (18), "The Crisis" (17), "Life of Roosevelt" (17), "Americanization of Edward Bok" (16), "The Mill on the Floss" (11), "Les Miserables" (11).

EIGHTH QUESTION

Name five historical characters from whom you have received the most inspiration.

LEADING ANSWERS

Lincoln, 424; Washington, 320; Roosevelt, 198; Franklin, 128; Woodrow Wilson, 97; Jefferson, 83; Napoleon, 74; Andrew Jackson, 63; Alexander Hamilton, 58; Daniel Webster, 56; General Grant, 47; Robert E. Lee, 38; Columbus, 35; Caesar, 34; Henry Clay, 31; Alexander the Great, 22; Patrick Henry, 21; John Adams, 20; Calvin Coolidge, 18; Joan of Arc, 17; John Paul Jones, 15; Thomas A. Edison, 14; Demosthenes, 14; James Monroe, 12; John C. Calhoun, 12; Florence Nightingale, 11; Daniel Boone, 10; Edmund Burke, 9.

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FINAL CONCLUSIONS

From the foregoing study the conclusion is warranted that our high school graduates are prepared to take their next step, whether it be in a higher institution of learning or in active affairs of life. Their knowledge of the fundamental life problems is such as to give assurance that they will carry on successfully. It is true that the knowledge of what to do is not always a guarantee of right conduct; there must be a will to do, but knowing what to do is a prerequisite to right conduct. The type of discipline maintained in schools today and the attitude of pupils toward all school requirements leads us to have confidence that the vast majority of high school pupils will be law-abiding citizens.

It is not an easy matter to understand youth. They are often criticised because they are misunderstood. Sincere criticism made with the best of intentions is often undeserved because of our failure to understand all the conditions involved.

There will always be problems pertaining to youth, both of an individual and social nature. Heredity will always play a part. The training of our youth is at once the most difficult and the most important problem that any community has to meet.

Character Chats

By JOSEPH B. EGAN, A. M.

A Funny Kind of School

WHAT a funny school I would run now and then if I had the chance. I am sure if I tried it I would be accused of wasting my time and squandering the city's money, but I should like the chance just the same. See what you think of the plan. Instead of reporting at your school I should require teachers and pupils to meet out in the country in a pine grove beside a bright little lake. We would all sit down in the open air and I would tell you about the beauty of creation and what a wonderful loving spirit must have thought out each detail and spread it before our eyes. Then I should say to the teachers: "Go over there where the shade is cool and enjoy yourselves. You're fired for the day. I have engaged a whole new crew that are going to work with me in this new plan of education. When all the preliminaries had been attended to I should call John over to me and say: "Now, John, you never work as hard in school as you should. I want you to go around until you find an ant hill. Pick out a good lively one. Get down on your stomach and watch those ants until noon." I should then call Mary and say: "Now, Mary, you always come to school with your hair uncombed. I want you to hunt around and find a beautiful golden dandelion. I want you to see how lovely it looks with its golden hair neatly cared for, every petal shining like a piece of pure beaten gold." I should then call Samuel and say: "Well, Samuel, you are often a very troublesome boy in school. You are always minding somebody else's business. Run around now and find a honey bee. Grab him right off the flower he is collecting honey from and then come back and tell me all about it." I should then call Thomas and say: "Thomas, isn't it fine to be alive a bright spring day like this? Just take some physical exercise over there on that grassy plot. Lie down and roll around. Get your face down close to old Mother Earth. Eat a little grass if you want to. It won't do you a bit of harm." I should then call Anna, and say: "Anna, you have a hard time of it. Your ears are filled all the time with screeching elevated trains or screeching brothers and sisters. I can tell it by the way you raise your voice when you talk. Go over there where that cat bird is singing. Lie down in the grass and close your eyes and pay attention to what he is saying. It will do your soul a lot of good." And so on all down the list until each pupil had been given a new teacher and a new task and then I should spend enough city money to place before each a dozen chicken sandwiches, a huge piece of cake, a glass of milk and an ice-cream cone. I'll bet my new school would make a hit with everybody except the taxpayer. That grouchy old fellow would say: "What have we got good brick school buildings for and books and electric lights and pianos, and how are these children going to learn that Columbus discovered America?" Well, well, I suppose the old taxpayer must have his way, so don't be late going to school tomorrow morning.

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The Will of God

TO MANY people the will of God is a wonderful world in itself far removed from the humdrum of daily life. How very wrong such a notion is, for how very close to each one of you is the kingdom of the Father. Whenever you do what is right you do the work of the will of God.

Whenever you respond to a noble influence you respond to the love that lies back of the will of God.

Whenever you think first of your brother you come close to the heart of the will of God.

Whenever you overcome evil you toil as the hands of the will of God.

Whenever you love justice and work it out in your daily acts you live out on earth the will of God.

Whenever you see beauty and admire order you open the eyes of the will of God and bear witness to the beauty of the Father's workmanship.

For do you not see that the will of God is being expressed all the time through you;

That you are the chosen instrument through which the music of the Divine Will sounds forth to mortal ears;

That you are the voice of the will of God speaking true and beautiful things;

That you are the heart of the will of God, loving your brother with a deep, unselfish love;

That you are the eyes of the will of God, see-

ing the beauty of His universe and in it His great thought of you;

That you are the mind of the will of God, thinking clean, noble thoughts that come into the earth's atmosphere like singing birds?

So, dear girls and boys, the will of God is all about you seeking expression in this earthlife through your lips, through your eyes, through your acts, and through your thoughts.

Work nobly, work justly, work for the brother with a great unselfish love; and you work for the Father, making manifest on earth His Holy Will.

The Mountain and the Moon

A RACE of very ancient people lived on the pleasant shore of a great lake, that was so very wide that no matter how high a hill was climbed nor how clear the day one could not see the other shore. This ancient race had boats, to be sure, but they were very small boats in which no one had ever dared go out of sight of land. Besides, old and young, little and big, firmly believed that a huge monster with green, scaly sides and fiery back fins curled himself around the distant skyline waiting for some one to come along who would make a dainty evening meal for him. Of course, the monster was nothing more than the green, cloudy rim of the sky and the fiery back fins nothing more than the red clouds seen just when the sun was setting. We understand such matters, but these ancient people firmly believed in the old dragon, and not one would venture within his reach. Many times, at night, these people watched the golden moon sink down slowly into the west and disappear in the waters of the lake. Their fathers had seen the same thing, and their grandfathers, and their grandfathers' fathers, and so it came to pass that every one firmly believed that the moon sank into the lake like a golden ember and thus had its light put out, and often, when just at moonset banks of clouds rose above the lake, every one would say: "Ah, the moon has been very hot tonight. See how it has made the water boil!" One day a speck appeared on the surface of the lake. People ran down to the shore and shaded their eyes with their sunburned hands and watched it as it grew larger and larger. "It is a boat," cried the king. "It carries a man. He comes from the region where the moon plunges into the lake. It is wonderful that his boat was not upset and burned, for last night the moon was very large and hot." It was not long before the stranger's boat scraped the sand. "Why, it is Simon!" cried the crowd. "Our own lost Simon, whose boat was driven away in the great storm." "It is I, indeed," said Simon. "But how did you escape the plunge

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of the hot moon and the teeth of the red dragon?" asked the king. Simon laughed. "There is no spot where the moon plunges into the lake," said he, "and there is no red dragon." "Be careful what you say," scowled the king. "I have been far away," said Simon, "to the other shore, and I have seen the moon go down behind vast mountains in the west. How, then, could it plunge into this lake?" "He blasphemes," said the king. "And there is no dragon, for I have sailed my boat in between the water and the sky." Then a terrible roar went up from the people. "He is a false prophet," they cried. "He destroys the gods. Unless we pour out his blood the round moon will burn our villages and the red dragon will crawl over the lake and eat us up." Poor Simon! It did him no good to cry out: "But what I say is true. I saw it with my own eyes," for the enraged people took up stones and battered him to death.

Next Door to Beauty

LAST evening I went several miles to hear a famous man discuss Hauptmann's mighty drama, "The Weavers." The lecture was free to everyone and was given in the hall of a public school. As I waited at the door for a friend I saw a woman come out of the house opposite, throw a shawl over her shoulders and trot off down the street. She had no intention of listening to the words of the great speaker. I began to wonder just how many people in the immediate neighborhood were careless of the opportunity that had come into their midst. I began to watch the doorways up and down the street on both sides. A half-hour passed. Automobiles drew up to the curb one after the other until the long line of red tail-lights stretched several blocks away, but not one door opened in the houses upon that street. It is a strange trait in human nature that causes man to undervalue the blessings at his door. The glorious sunsets cast soft radiance on heads bowed down in watching the cement beneath tired feet: the meadow lark sings to unhearing nearby ears; the violet loses its blue beauty in the mould again instead of in the souls of passers-by; the charm and sweetness of a noble life is unappreciated by those who dwell with it under the same roof. There seems to be an urge within the soul which makes it restless with the beauties close at hand, driving it on and on, in a vast search that runs through life. For many, life itself is but the aimless wandering of a discontented soul. To those, however, who add spiritual senses to the dull senses of the flesh there is sweet satisfaction to be found everywhere on earth. The sunset becomes to such as these a miracle of majesty full to the very framing circle of the earth with beauty fallen straight from God; the meadow lark, merely a little brown, feathery ball on some high wire, becomes the outlet for the sweet piping of a flute played on some heavenly hill; the violet, dripping with the soft blue of summer skies, becomes a shred of royal garment, beneath which pass the bare feet of heavenly powers; the sweet simplicity of those who lead saintly lives about us becomes the very proof that God is near. Wherever we turn on this old earth, beauty is our neighbor, dwelling gently in our midst, uplifting us with all the artistry of singing birds and dancing leaves; enchanting us with all the colors of the flowers and sunset skies, inspiring us with noble hopes, and encouraging our failing spirits with the nobility of lives around us. To make friends with neighboring beauty, visiting in her house, and inviting her to ours, is to enrich our lives through comradeship with God.

Does Life Go On?

THERE was once a man who worried over what would happen to him after death. He was afraid that when he closed his eyes life would cease for him forever. Of course this fear influenced his daily life, for it made him careless of future consequences. Any person who thinks there is no hereafter has no very good reason for doing anything that does not yield pleasure in this life.

Now what are the facts in the case? I do not mean spiritual facts, but natural facts. Have we any proof that life does go on after the body dies? When I say "Yes, we have," you may be astonished and think I am going to tell ghost stories. Far from it. I am going to deal only with the truth as shown in nature and in our own bodies.

Suppose that you cut your finger. You all know that certain living tissue dies because it is cut off from the blood supply. Does the spirit in your finger die or does it form other cells out of dead matter and make them live?

Suppose you examined the air you breathe out. Would you not find it filled with dead material from your lungs? Does the spirit in your lungs die when you breathe? Does it not rather bring other tissue into being and make it live?

And so every second of our lives some part of the body is dying and being buried and some part is being born and made to live.

Since this is so and the spirit in us can survive so many, many deaths and bury so many, many little cell bodies, why is it not reasonable to suppose that it can bury the whole body and still live?

EDUCATION IN ACTION

Theatrical Experience Rarely Utilized

Speaking of the college man, John Drew, some time leader on the American stage, is of the opinion that however interested in or taken with the amateur stage the undergraduate may be, on the average all desire for active participation in it as a professional goes out when the diploma comes in. Such experience as is gained in the Intime or Triangle Club, as the Princetonian reports him, is of lasting value through the poise it lends; its "inherent" value, if existent, is rarely utilized.

College Men Requested For British Industry

"Send traffic officer at once. Classic or moral science man preferred." This urgent request from a great traffic organization was disclosed in the report of the Cambridge University appointment board, and vividly illustrates the changed attitude of industry towards university graduates, according to a dispatch from London. The report shows that the board, which has been in operation for a quarter of a century, during its early years was able to place only twenty-five men yearly outside of the "learned" professions. But in the last six years industry and commerce have absorbed on the administrative and engineering sides no less than 1,120 graduates.

Class in Art for California Mothers

A class in school art for mothers of pupils has been organized at Tamalpais Union High School, Marin County, California. The class is conducted under the direction of the instructor in advanced art.

Some Knowledge Of Fine Arts Needed

George H. Edgell, professor of Fine Arts at Harvard University and dean of the School of Architecture, opened the Institute of Art at Bowdoin College with some suggestions as to why fine arts should be studied. He said that the man or the woman who goes through life without some dependable knowledge of the fine arts goes through life intellectually impoverished. He declared he never advised students to major in the fine arts; that such advice would not be good for the students and would be embarrassing to the fine arts. He did advise them, however, to read a moderate amount of what has been written on the subject; encouraged them to observe with a judgment which combined charity with independence. He said this form of judgment was rarely exerted.

Religious Training Upheld in New York

Religious training of public school children in New York during school hours at churches selected by the parents has been upheld by the Court of Appeals sitting at Albany. The court decided against the Free Thinkers' Society, which sought to stop the school authorities of White Plains from dismissing pupils between the ages of seven and fourteen years, for half an hour each week, with the consent of their parents, that they might receive religious instruction outside the school buildings. The court held that the school authorities were acting well within the law and the State Consitution and sustained the judgment of the lower courts in declining to compel the State Commissioner of Education to suppress the practice complained of, which has become more or less statewide in its application since the controversy started more than a year ago.

Brown Will Have Graduate School

The board of fellows of Brown University has voted to replace the graduate department with a graduate school. At present Brown ranks thirtieth among American institutions in the number of graduate degrees conferred annually.

Vocational Training For Detroit Boys and Girls

A year's intensive training in all-day classes in machinists' or motor mechanics' trades is available in Detroit to boys fifteen years of age or more who possess the mechanical and mental ability to become skilled mechanics. Courses of study and hours are planned to meet state and federal requirements, and upon completion of the course, certificates are granted, and the boys are placed as apprentices. During the past school year eighty-five boys qualified for certificates. All-day trade classes, training for life work in the home or industry, have been arranged for girls who are deemed by counselors and principals better fitted for instruction of this character than for regular work in grade schools. Dressmaking and millinery, preparatory to apprenticeship, cafeteria work and homemaking are taught. Academic work fitted to the girls' needs and abilities is given and is closely related to laboratory courses. The prescribed work was completed in 1925-26 by 196 girls, who were granted certificates.

College Students Called Shirkers

James P. Moore, commissioner of parks and public buildings in Buffalo, N. Y., has issued an order prohibiting the employment of college students in his department during the coming summer. He says that when it comes to a matter of real work, they are useless. Many Buffalo young men, home from college on vacation, last summer obtained employment in Moore's department. "They proved almost useless," he says. "Most of their time was spent strumming ukeleles or shooting dice."

Costs of Schooling Constantly Growing

The rising cost of education, paralleling that of living and of government in general, presents a sizable educational problem in the United States. Important factors responsible for the increase in total expenditure on school support in the United States, according to the Bureau of Education, are: (1) the decrease in the purchasing power of the dollar; (2) the great increase in school enrollment and attendance and consequent increase in number of teachers and equipment necessitated thereby; (3) the large proportionate increase in attendance in secondary schools, the per capita cost of maintaining which is approximately double that of maintaining elementary schools; (4) the provision of better facilities, particularly those which satisfy the needs of a broader curriculum involving additional special subjects and teachers; and (5) the need for a large school building and program because of the practical stagnation of building and improvement during the war period.

University Breaks 133-Year Tradition

Breaking a tradition of 133 years, the trustees of the University of North Carolina have lowered the sex bar and permitted women instructors to appear in the classrooms. Many persons about the campus declare this ruling represents the end of discrimination against women by the university.

Students Assume Teachers' Places

The success of self-governmental efforts by students at teacher-training institutions was indicated recently when the entire faculty of the Jersey City Teachers' Training School absented itself to attend a conference in New York City. While the faculty was away, the Student Self-Government Council assumed control of the institution. A principal and two assistant principals were elected at a meeting of the student body and they, together with students who were elected to take charge of the demonstration classes, successfully conducted the affairs of the school. The chairman of the Vigilance Committee was held responsible for conduct in general and members of the committee were in each room. The system of student self-government has been in operation there since last Fall.

Art Students Lured by Money

Frederick Dielman, director of the Woman's Art School of the Free Night School of Art at Cooper Union, New York City, recently declared that not one student in ten takes art seriously. "They no longer seem to look upon art as a profession, but rather as a trick by which they can earn money," he said. "Cartooning, for example," he said, "is now a favorite field, and would-be cartoonists spend valuable time copying vile caricatures. If he is successful, a cartoonist can make more money than an artist in other fields, and so cartooning offers a fictitious inducement to young men, for the reason that the popular mind has come to associate it with enormous, even fabulous, incomes. However amusing, that branch of art designated cartooning has nothing at all to do with art."

Amherst Modifies Compulsory Chapel

A new system of chapel and church attendance at Amherst College which abolishes compulsory church attendance has been adopted by the faculty. Chapel attendance is still required of undergraduates, but under a more liberal plan. Under the new regulations Sunday morning church will be abolished and a Sunday afternoon chapel will be held. Attendance at this service will count double, so that with the daily fifteen-minute chapel services there will be eight units of chapel a week. Attendance of freshmen and sophomores will be required to average five of these units a week and upper classmen four. Church attendance at home or in Amherst may continue to be substituted for the college Sunday chapel.

FIFTY DOLLAR PRIZE for ILLITERACY POSTER

A Fifty Dollar prize is offered by the World Federation of Education Associations for the best Illiteracy Poster submitted at its meeting in Toronto, Canada, August 7-12.

The contest is open to students of elementary and high schools, state normal schools and teachers colleges.

The poster should be designed to depict some phase of illiteracy and its handicap to a nation, a community or an individual.

No posters will be returned. The best of those not winning a prize will be given honorable mention and will be displayed widely.

Posters should be sent during July—not later than July 15th by prepaid express or parcel post to Committee on Arrangements of the World Federation, 220 Simcoe Hall, University of Toronto, Toronto, Canada.

For further information write to

Dr. A. O. Thomas,
President, World Federation Education Associations,
Augusta, Maine.

Religious Basis For All Teaching

"Religion treated in 'a natural fashion' in the public school does not violate the doctrine of the separation of church and state," Luther A. Weigle, professor of religious education at Yale University, recently declared. "I am not sure the way out is to have religious instruction at all," he said. "The only point I do feel very sure of is this—that the public schools ought to feel free to make use of religious motivation and not 'shy away' from it, with an inhibiting anxiety. A teacher should incorporate naturally in all his teaching what is after all the common faith." The public schools of America do not afford religion a place that a factor in our heritage, Dr. Weigle is commensurate with its importance as held.

University of Utah Aiding Prisoners

Training for useful occupations has been instituted in the Utah State Prison by the State Universiy, aided by the public schools of Salt Lake City. Seven classes are in progress at present. Six groups studying arithmetic, reading, penmanship, writing, English, introductory music and bookkeeping, meet for one period each week. A group of aliens studying English meet three times a week. One student is pursuing a "home study" course in trigonometry and another is receiving help in art. A recent survey of the educational activities in Utah included the work of the penal institutions. The purpose of the institutions was viewed as being twofold—to protect society and to salvage men.

Celtic College Plan Is Opposed

Professor W. J. Watson, of Edinburgh, chief of the Gaelic Society of Inverness, recently declared himself opposed to the proposed Gaelic College to be erected by the Iona College of America somewhere within the Highlands. Like everyone else, however, he admitted most heartily the generous intentions of the proposers. But he said he would not tie down the capital to be invested to a most hazardous experiment in the shape of a new institution. Rather, he advised that it be used to help students to form summer schools for teachers and others, to add lectureships in Celtic history, literature and philology, to furnish organizers and lecturers in both the economic and literary sides for the Highlands. Utilize and strengthen the existing machinery, was his suggestion.

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Salt Lake City Plan Saves a School Year

Through the organization of the public schools on a 6-3-2 plan, Salt Lake City, Utah, is saving a year of school life to children. The ordinary 6-3-3 plan, or an elementary school of six years, a junior high school of three years, and a senior high school of three years, has been modified into an organization that calls first for a year in the kindergarten, composed of children who are five years of age, to be followed by six years in the elementary school, three years in the junior high school and two years in the senior high school. It is expected that when the plan is completely in operation the large part of the young people should graduate from high school in twelve instead of thirteen years from the time they enter kindergarten, and thus be ready for college or for practical life a year earlier.

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Leaving Boston, Saturday, June 25, at 7.35 P. M., via Boston & Albany; returning Saturday, July 23. Visiting Niagara Falls and Yellowstone Park on the way out. Leaving Seattle July 8, visiting Portland, San Francisco and Los Angeles. Return via Sante Fe (visiting Grand Canyon of the Colorado) and B. & O. from St. Louis to Washington, D. C. and New York City. Other ways of returning. R. R. tickets good till October 31.

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TREND OF THE TIMES

MISSISSIPPI RIVER flood problem has had the attention of the federal government for nearly fifty years through the Mississippi river commission, which has tried to discover ways of controlling the waters, especially when on rampage. Congress has appropriated a grand total of $166,179,315 since the commission was created in 1879. Contributions along the river have raised the amount to $188,635,641.

OVERCROWDED STATE of Britain is reflected in the growing increase in the number of those leaving its shores compared with those coming in. Last year the excess was 123-329, being one-third greater than in either of the two preceding years.

AVERAGE MAN, says Harry L. Hollingworth, psychologist of Columbia University, is sixty-seven inches tall and weighs 150 pounds. He has a vocabulary of about 7,500 words. He leaves school at the eighth grade. In spite of the fact that he is to be accepted as a citizen, he has no general knowledge of civics, science, politics, or literature. He speaks one language and possesses the mind of a boy fourteen years. He believes a lot of nonsense and is superstitious. Beyond his trade he never knows anything very thoroughly.

AGE-OLD QUESTION of who has to work hardest, girls or boys, has been answered in favor of the girls by a survey of the way 4,000 Russian children spend the twenty-four hours of each day. In the Soviet country the girls were found to work one and one-half times as hard as the boys.

AMERICAN FARMS to the number of 1,252,126 were equipped with radio sets on April 1 of this year. The Department of Agriculture declares this an increase of 126 per cent. over the 553,008 estimate of July, 1925. Iowa had more farm radio sets than any other state with a total of 99,990. Farmers have reported definite savings as a result of the farm radio service and they prefer radio talks to music. However, old-fashioned tunes and classical pieces are desired when music is broadcast.

POSTURE CONTRIBUTES substantially to the general appearance and is dependent on the state of health, the type of physique, the tone of muscles, and in no small degree the state of mind, according to Dr. Hugh S. Cummings, United States surgeon-general. Brace up and keep the head high, is Dr. Cummings' advice. Good posture and good health go hand in hand. Emotions particularly influence posture, such as slinking position of fear and the erect posture of courage or defiance.

OYSTERS ARE much more sensitive than lobsters, says E. B. Boulenger, curator of the aquarium at the London Zoo, who declares that oysters probably feel a lot worse when they are chewed or swallowed alive than lobsters do when plunged into hot water.

ANTIQUE DEALERS' association in New York City has announced the adoption of a "code of ethics" designed to promote honesty in the trade and eliminate crooked dealers. "The Code of Ethics has been adopted in an effort to combat the prejudice in the mind of the public about antique dealers. We put our knowledge and experience at the service of our clients and pledge ourselves to deal with them in strict honesty," the announcement declared in part.

LOANS TOTALING more than $7,000,000 have been made to more than 70,000 veterans of the World War on their insurance certificates since April 1, according to Frank T. Hines, director of the Veterans' Bureau. Since March 1 a total of 7,075 banks throughout the country had loaned $35,995,000 to 363,115 veterans on their insurance certificates.

RADIO SYSTEM maintained in Siberia by the Russian soviet government is being modernized with the latest American equipment. The stations are undergoing conversion from spark to vacuum tube operation, with promise of greatly increased all around performance. The first station affected by the change to vacuum tube radio is Khabarovsk, one of a chain of about a dozen stations in eastern Siberia.

MORE THAN $5,725,000,000 was spent for motor cars, trucks, tires and auto replacement parts by people of the United States in 1926, according to a survey made by the American Research Bureau. "In addition to the record breaking figures of purchased cars and supplies, sales of gasoline by oil companies ran to approximately $1,730,000,000, while the motor vehicle license taxes amounted to $735,266,000 during the year," the Bureau reported.

The BOOK TABLE

BREAD LOAF TALKS ON TEACHING COMPOSITION. By Alfred M. Hitchcock, Hartford High School. Cloth. 120 pages. New York: Henry Holt and Company.

These five talks were given at the Middlebury College School of English, Breadloaf, Vt., in 1926. "A First Essential in Composition" is that one must have something to say before he can say it. "A Second Essential in Composition" is someone whom the writer would like to have read it. "The Third Essential in Composition" is ability to write it so that someone will care to read it and will be the better or think he is the better for having read it.

"The Fourth Essential in Composition" is mastery of words. Here is what Mr. Hitchcock says: "We are bunglers (in the use of words), dubs! We have not at our command words enough for delicate work; the few that we do employ are used clumsily. Winning possession of an adequate vocabulary, the attainment of skill in word artistry, that is my theme."

The fifth essential is "Digging Up Ideas." It is hard work. We incline to shirk, resting content with surface conclusions, snap judgments. . . . I mistrust the soundness of any line of thought which I cannot express clearly and convincingly without the aid of rhetorical devices."

These five talks on writing compositions are genuinely interesting, highly attractive and in every way helpfully suggestive.

AN OUTLINE OF CONTEMPORARY DRAMA. By Thomas H. Dickinson. Cloth. 300 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Public interest in drama has been greatly intensified and expands democratically. Everybody, everywhere goes to see and hear plays, and Dickinson writes about plays and players most captivatingly. We have confined our reading to his treatment of Maeterlinck, Strindberg, and George Bernard Shaw, and of these he makes his comments on Shaw the most fascinating. "He never opens a shutter on the torture or passion of his own soul. . . . He has made no effort to dally with the conventions of the stage. . . . Shaw has been no idolator of the play as play. . . . A proponent of improved economic and social systems, he has been careful to prosper under the conditions that are. . . . A mental dabbler in many enterprises, he has been careful to make himself responsible for none. . . . He tests the nature of ideas by clear insight and ritual. . . . He is more interested in revealing the springs underlying his plot than he is in playing with the details. . . . Shaw was shaken by the war out of his clowning."

Speaking for himself Shaw says: "I deal with all periods, but I never study any period but the present, which I have not yet mastered and never shall."

TOYS EVERY CHILD CAN MAKE. By H. B. Wright, Buffalo, N. Y. Milwaukee: Bruce Publishing Company.

Mr. Wright, who is connected with the Art Education department of the Buffalo public schools, is constantly in contact with the needs of teachers of manual training for "something different" for the younger students in the use of wood.

His book contains material for use as patterns for toymaking for elementary woodworking classes. The simple outlines showing characteristics of the different articles make the cutting easy for young children. As a preliminary to bench work, "Toys Every Child Can Make" trains young boys in cutting and sandpapering, and gives confidence when he enters the more difficult manual training work. Size 9 1-4 x 12, with sixty-four pages of original humorous and delightful drawings; with complete directions for making such interesting toys as elephants, tigers, trains, book ends, airplanes, racing automobiles, marble games and a complete circus ready for use.

PLANE GEOMETRY. By D. Meade Bernard. Duval High School, Jacksonville, Florida. With Editorial Co-operation of Alfred Wilson Phillips, Teachers' College, Emporia, Kansas. Cloth. Richmond, Va.: Johnson Publishing Company.

The feature of this book which distinguishes it at a glance from others consists in giving the method of proof before the formal proof of the theorem is presented. This feature alone possesses sufficient merit to justify adding another geometry to the many already published.

The advantages possessed by the method of proof feature are more far reaching and numerous than would appear at first thought. It impresses the pupil with the fact that there is a method of proof involved in each theorem and teaches him to search for a method of attack rather than attack a proposition in a haphazard manner. It enables a pupil to prove a proposition without too much assistance being forced upon him. It is as well suited to the weak as to the strong pupil. It creates interest in the subject and stimulates self-confidence in the pupil. It checks the tendency to memorize the minor details of the proof. It is a great aid in teaching the pupil how to study. It teaches the pupil to extract general principles from a mass of detail.

HISTORY OF MANUAL AND INDUSTRIAL EDUCATION UP TO 1870. By Charles Alpheus Bennett. Cloth. 461 pages, 6 by 9 inches. 44 illustrations. Peoria, Illinois: The Manual Arts Press.

Mr. Bennett has established a reputation that justifies the universal recognition of him as an authority on all subjects historical, professional and technical pertaining to Manual and Industrial Education. Mr. Bennett traces the development of the idea of a connection between labor and learning and discusses in considerable detail the contributions of Bacon, Rousseau, Pestalozzi, Froebel, and many others to the current educational thought and practice which has made art, manual and industrial arts, home economics, agriculture and trade teaching a part of the present-day system of public education. It reveals the motive and methods of the schools of industry of the eighteenth century which were the forerunners of all our industrial, trade and vocational schools.

LABORATORY MANUAL OF HIGH SCHOOL GEOGRAPHY. By E. E. Ramsey, A.M., State Normal School, Terre Haute, Indiana; and J. A. Price, A. M., Fort Wayne, Indiana. Paper, 8 by 12 inches. New York: The Macmillan Company.

"Laboratory Manuals" are an important recent creation, and the wonder is that they have been so long delayed because their value is appreciated as soon as seen.

There is a group of laboratory exercises in mathematical geography. Physiography, climatology, and weather are treated by the type method. Several of the exercises deal specifically with typical cases involving the relation of physiography to industry and commerce. Frequent suggestions are made for field and observation work. The inductive approach to principles and controls is used throughout the exercises. On any other basis geography may become mere memory work, a condition unworthy of so vital a subject.

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GRINS BETWEEN GRINDS

Ask Dad, He Knows

"Pa," said Clarence, "what is a surplus?"

"It's something, son," growled his dad, "a married man often hears about but never has."—Brown Jug.

Not Guilty

Teacher (in Sunday School)—"Do you know who killed Goliath?"

Johnny—"No. I did not even know that he was dead."

Bravery Had Its Reward

"I forgot myself today and spoke sharply to my wife."

"Did she resent it?"

"For a moment she did. But Maria is a fair-minded woman—after she had thought it over, she shook hands with me and congratulated me on my pluck."—Stray Stories.

Our Idea of Thriftiness

A Scotch farmer, coming to the great city and registering in the hotel, was conducted by the bellhop to his room. The Scot looked out of the window, and observing that there was a church clock just across from his room, got out his watch and stopped it.—Whiz Bang.

English "Like the Dickens"!

An Oriental paper having an English section printed the following notice: "The news of English we tell the latest. Write in perfectly style and most earliest. Do a murder commit, we hear of it and tell it. Do a mighty chief die, we publish it and in border somber. Staff has each one been colleged and write like Kipling and the Dickens. We circle every town and extortionate not for advertisements."—The American Boy Magazine.

Coat of a Different Color

Among those summoned to serve on the jury during a recent trial in Minneapolis was a woman who wished to be excused.

"Well, madam, why don't you wish to serve on the jury?" asked the judge.

"I'm opposed to capital punishment."

"But this is merely a case in which a wife is suing her husband for an accounting. It seems she gave him $500 to pay down on a handsome fur coat and he is alleged to have lost the money at poker."

The woman juror spoke up promptly:

"I'll serve. Maybe I'm wrong about capital punishment."—From Whiz Bang.

And Buttoned Shoes

The youth seated himself in the dentist's chair. He wore a wonderful striped silk shirt and an even more wonderful checked suit. He had the vacant stare that often goes with both.

"I'm afraid to give him gas," the dentist said to his assistant.

"Why?"

"Well," replied the dentist, "how will I know when he is unconscious?"

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Answers to "What Is Your Professional I. Q.?"

[Questions are on page 560.]

51. W. L. Ettinger of New York City.
52. William T. Harris.
53. Alice Freeman Palmer, written by her husband, Dr. George H. Palmer.
54. David B. Johnson, Winthrop College, Rock Hill, S. C.
55. Walter E. Ranger, Payson Smith, and Augustus O. Thomas.
56. Hyannis, Massachusetts.
57. Rollo W. Brown on Dean Briggs of Harvard.
58. New York State. Increase of $18,000,000 a year for three years, and another $18,000,000 has been voted for a second three years, making the state appropriation as aid, public school maintenance, $72,000,000 for three years and $90,000,000 a year for the next three years.
59. Charl O. Williams.
60. Michael Pupin, Professor of Columbia University, "From Immigrant to Inventor."

JOURNAL MAIL BAG

California High Schools

Editor, Journal of Education:—

California has been a leader in education for more than half a century. Fifty years ago and for several years thereafter John Swett was one of the national leaders, long as state superintendent, then as superintendent of San Francisco, but we were not prepared for the facts about the high schools of the state in the last twenty-five years.

In 1901-2 there were 132 high schools. In 1926-1927 there are 554. Of these 31 are junior colleges and 354 are senior high schools.

In 1901-1902 San Francisco had four high schools with 56 teachers. Los Angeles had one high school with 32 teachers. Oakland had two high schools with 41 teachers. San Diego, 14 teachers, San Jose and Alameda 12 each. Sacramento 11, Pasadena and Stockton 10 each.

For the first time in California a high school had a Polytechnic high school in 1903-1904. This was in San Francisco. Los Angeles introduced physical culture in a high school 1903-1904. Oakland introduced domestic science in 1903-1904. The same year Oakland introduced a special music teacher, and Los Angeles in 1904-1905 had special music teacher. San Francisco had the first evening high school in 1904-1905. The same year Los Angeles designated its Commercial High School the Los Angeles Polytechnic High School, but had only commercial work that year.

George M. Green.
Superintendent, Inglewood, Calif.

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BOSTON PUBLIC SCHOOLS: The 1927 examinations for admission to the Teachers College of the City of Boston, Latin and Day High Schools will be held this year as follows:—

THE TEACHERS COLLEGE OF CITY OF BOSTON. For the regular four-year college courses and the regular three-year courses open to high school graduates who have completed the preparatory course: From Monday, June 6, to Saturday, June 11, inclusive, at the Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue.

Candidates for the four-year college courses are required to report for registration and conference on Monday, June 6, at 9 o'clock, A. M. Candidates for the three-year courses are required to report for registration and conference on Monday, June 6, at 2 o'clock, P. M.

LATIN SCHOOLS: (For admission to the Six-Year Course): On **Friday, June 3,** and on **Wednesday, September 7,** at 9 o'clock, A. M. Boys will be examined at the Public Latin School-house on Avenue Louis Pasteur; girls, at the Girls' Latin School-house, on Huntington avenue, near Longwood avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the examination will be English (including Reading, Literature and Spelling); Arithmetic, Geography, and History and Civics.

For admission to the four-year course: Candidates for admission to the four-year course in the Public Latin or Girls' Latin Schools will be examined **only on September 7,** at the place, and in the subjects indicated under High Schools, below. (See NOTE below.)

HIGH SCHOOLS: NOTE:—ATTENTION IS ESPECIALLY CALLED TO THE CHANGE IN DATE FOR HOLDING EXAMINATIONS FOR ADMISSION TO THE HIGH SCHOOLS. HEREAFTER EXAMINATIONS FOR ADMISSION TO THE HIGH SCHOOLS AND TO THE FOUR-YEAR COURSES IN THE LATIN SCHOOLS WILL BE HELD ON THE DAY IMMEDIATELY PRECEDING THE OPENING OF SCHOOLS IN SEPTEMBER.

ACCORDINGLY, the 1927 examinations for admission to the high schools and to the four-year courses in the Latin schools will be held on WEDNESDAY, SEPTEMBER 7, 1927.

Boys and girls will be examined at the Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue. The subjects of examination will be: English Language, including Reading, Writing and Spelling, Grammar and Composition; History and Civil Government of the United States; Geography; Arithmetic; French; Spanish; and Italian.

For further particulars apply to the undersigned,

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